Effect of the Scaffolded Reading Experience using a Graphic Novel on the English Reading Comprehension and Reading Motivation of Thai EFL students

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Abstract

It would not be presumptuous to say that the younger generation is not reading at a sustained level. Many people view sustained reading as overly time-consuming and unable to meet the instant gratification that social media so readily provides. Educators are embracing the reality that, as a consequence, students' learning styles have also changed. The present study investigates the effects of the Scaffolded Reading Experience (SRE) using a graphic novel on English reading comprehension and reading motivation of Thai EFL students. This study employed the one-group, pre-test post-test design to collect quantitative data from an English reading comprehension test and reading motivation questionnaires, supplemented with qualitative data from student journals. The sample consisted of twenty grade 10 Thai EFL students enrolled in an Intensive English course. The research instruments included English reading comprehension pre/post-test, reading motivation questionnaires and students journals. It is found that the SRE using graphic novels improves students' reading comprehension and reading motivation at a statistically significant level. Evident also from the students' journals was that students who improved significantly in reading comprehension scores seemed to develop intrinsic motivation towards reading.

Keywords: scaffolded reading experience, graphic novel, English reading comprehension, reading motivation, EFL students

Introduction

For English language learners, reading a text can be difficult and demotivating for many reasons. Some might struggle with comprehending written text and ultimately have no interest in learning (Callahan, 2009). When students lose interest in reading or find it difficult to cope with complex reading, there exists a high affective filter which makes them unmotivated. Visual-based formats such as graphic novels help scaffold reading comprehension because the visuals enable students to connect more immediately with written text. They are an alternative learning tool that allows language learners to think critically and analytically. Not only that, but a deeper understanding of how a visual is put together in terms of deconstructing its component parts can also make students more literate visual and textual readers.

Millennials can read and learn from social media just like the older generation learned to read from books. However, the reality is that reading is still an important part of learning. It increases overall comprehension, builds critical thinking and improves writing skills. Many researchers and scholars have come to realize that using print text only is no longer sufficient

when teaching reading and writing in classrooms, as young people nowadays are exposed to text and ideas through all sorts of visual social media (Schwarz, 2006).

We not only receive information about the world on a piece of paper but in fact rely more on the powerful images of multi-media, which uses a complex language of its own. If students have not been taught to familiarize themselves with the nuances of this multi-media culture, they will unlikely be able to successfully navigate through the digital information age. They "…need to be fluent in 'reading' and 'writing' the language of images and sounds just as we have always taught them to 'read' and 'write' the language of printed communications." (Thoman & Jolls, 2003, p.6). Award-winning author and illustrator Mark Siegal (2017) states that people need to think visually as well as textually as we are in a world dominated by visual imagery. He also adds that graphic novels provide these two things, the visual and the textual.

Graphic novels/comics not only connect with students early reading experiences through 'picture books', but also provide a meaningful link to contemporary social media, a highly visual context in which they do a bulk of their reading and viewing for pleasure. Graphic novels are a medium that combines visual and textual information, just like most other media (Schwarz, 2006). The visuals in graphic novels attract readers' attention as well as support the meaning of the story (Lewis, 2014). Needless to say, this medium not only appeals to young readers but also fosters better visual learners. Therefore, teachers need to utilize this literary medium in their classrooms to ensure that they are fully engaging their students in the development of their reading comprehension and visual interpretation skills.

Students with self-confidence and high motivation will likely progress considerably more than students who find reading a big hurdle (Cary, 2004). Using authentic, in-trend materials that are culturally relevant and age appropriate with visual-based elements (such as graphic novels) will help students get motivated and engaged in class and thus create a good learning environment. In other words, students learn best when they have motivation to learn, when the lessons genuinely serve a purpose and activate their knowledge, when the level of texts are not too difficult and when there is an effective use of strategies.

Graphic novels give English-language learners a scaffolded reading experience, since they can understand, enjoy and learn from the visual text that supports the written text as they read. Thus, in many ways they help students to use and build their background knowledge and expand their vocabulary (Fitzgerald and Graves, 2004). The Scaffolded Reading Experience (SRE) is an approach that allows the teacher to support, coach, corroborate and provide questions that enable students to independently achieve their goal (Fournier and Graves, 2002).

A considerable number of researchers including (Basal, 2016; Öz and Efecioğlu, 2015; Cimeramonava, 2014; Basol and Sarigul, 2012; Griffith,2010; Bucher and Manning, 2004) have mentioned the importance of teachers starting with the direct teaching of the conventions of graphic novels, so as to allow students to familiarize themselves with the terminology of these conventions before the start of activities. Basol and Sarigul (2012) claimed that the feedback they received from students at the end of the study showed that students should first learn graphic novel conventions, such as *panels*, *gutters* and *speech bubbles*, as they are unfamiliar with them. Their suggestion to teach the structure of graphic novels could change the results of future tests. Therefore, in this study the researcher explicitly taught the students how to read a graphic novel, the terms related to visual conventions (such as *foregrounding,* the chosen *font* for text, and the *angles* pictures are rendered from) and how to fully understand the texts. Also, there have been a considerable number of studies in improving and enhancing reading comprehension using graphic novels (Basal, 2016; Öz and Efecioğlu, 2015; Cimeramonava, 2014; Basol and Sarigul, 2012), but it

would appear very few have used the SRE in combination with a graphic novel to increase students reading comprehension, particularly with adolescent English language learners.

Review of Literature

English Reading Comprehension

Lenz (2013) describes reading comprehension as the ability to be able to construct meaning from texts, thinking deeper into one's own background knowledge and the ability to decode and relate to the words/text. According to Seymour (2017) reading comprehension refers to the ability to process information that appears in texts in order to develop meaning.

Moreover, Seymour identifies three levels of reading comprehension: the literal level, the inferential level and the critical/evaluative level. The literal level requires an ability to understand what is actually happening in the story. At this stage, building a concrete foundation will help further comprehension of the more complex and structured text. It requires readers to focus on viewing the texts/images and hearing the words as well as identifying the key ideas. The inferential level requires readers to focus on inferencing, reading between the lines of what the authors' message implies and intends to communicate, then applying prior knowledge to support understanding and draw conclusions. The critical level requires readers to express their opinions, analyze and respond critically, and apply information to other contexts. This combination of literal and inferential levels will help readers to develop a deeper understanding of what has been presented in the text. Thus, as readers develop, the skills of reading should be extended to more complex areas, such as inferential and recall skills (Seymour, 2017).

Reading an English text can be challenging and overwhelming for EFL learners (Thomson, 2008). In fact, readers tend to use images to assist them when they learn another language (Monnin, 2010). A considerable number of reading comprehension studies suggest that any visuals or images displayed within the text help readers to extract the information, make connections when they read and attract readers' attention (Liu, 2004; Lewis, 2014; Harvey & Goodvis, 2019).

Thus, visuals in graphic novels (novels which are attractive to young readers as they are image-driven) will engage student interest and therefore will increase efficiency in their reading comprehension. Monnin (2010) stated in her book *Teaching Graphic Novels Practical Strategies for the Secondary ELA classroom* that; "Many literacy scholars would state that the use of image literacies in language learning is much more than an established pedagogical practice." (p.123). To summarize, the visual clues provided in graphic novels and comics increase the amount of comprehensible input that boosts reading comprehension (Cary, 2004, p.13).

Graphic Novels

The definition of graphic novels has not been consistent in literature and they are often compared to comic books (Başal, Aytan, & Demir, 2016). Some definitions refer to graphic novels as being "defined as a spread of various types of literary genres which usually comes in the form of a book-length sequential art" (Eisner, 1985, p.5), or "a collection of reprinted comic book issues comprising a single-story line." (Carter, 2007, p.1). For ease of reference, the researcher used the definition of graphic novels developed by Thompson (2008, p.6) as being a "medium of literature that integrates pictures and words and arranges them cumulatively to tell a story or convey information; often presented in comic strip, periodical, or book form; also known as comics."

Graphic novels are a rapidly growing type of young adult literature that has become very popular (Bucher and Manning, 2004). They indicate that although using graphic novels in English language classroom could benefit students learning the language, we must not

forget that for both teachers and students to successfully apply graphic novels into their reading strategies, they must understand the basic structural contents of them, such as speech bubbles, gutters and sound effects (Basol & Sarigul, 2012; Monnin, 2010).

Seelow (2010) indicates that graphic novels help scaffold reading comprehension because of their visual-based format. This helps students interpret and offers an alternative to text-based reading that meets the needs of different learning styles.

The Scaffolded Reading Experience
The Scaffolded Reading Experience (SRE) is an approach that allows teacher to support, coach, corroborate and provide questions that enable students to independently achieve their goal (Fournier and Graves, 2002). According to Wood, Bruner, and Ross (Wood, Bruner, and Ross, 1976 cited in Fournier and Graves, 2002) the term scaffolding means "a process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his (or her) unassisted efforts". They indicate that the SRE in combination with comprehending graphic novels and suitable reading activities will increase students reading comprehension, particularly those who are adolescent English language learners.

The scaffolding framework that guides student reading has two phases; a planning phase and an implementation phase. A planning phase is where the teacher gets to know their students and identifies a suitable text for them to read which will help them to achieve their reading goal. The implementation phase denotes the activities used in pre-, during-, and post-reading which will lead students to a successful reading experience. The teacher is there to scaffold literacy learning to enhance students' understanding, and present new experiences as a threshold.

Reading Motivation
Cambria and Guthrie (2010) define motivation as the values, beliefs and behaviors surrounding reading. These are the key motivational factors that drive students to read, both in and out of class. Some students may have more motivation than others. Positive motivation will make students want to read whereas negative motivation will distract students from reading. Baker and Wigfield (1999) stated that children with positive attitudes to reading are more motivated to read. This is consistent with Guthrie and Cambria's (2010) claim that reading motivation consists of three dimensions that drive students to read; *interest, dedication* and *confidence.* Students who enjoy reading show an interest in a book, are excited by an author and enjoy learning new information. They refer to this interest as 'intrinsic motivation'. Students read because they want to read, not because they get a reward. Students who think reading is important will be dedicated readers who are confident they can read successfully. However, reading motivation can also be 'extrinsic' if students are reading for an exam or for academic rewards.

Methodology
Participants
The participants of this study were twenty grade 10 Thai EFL students enrolled in an intensive English course at a private school in Bangkok, Thailand. Most of the students' level of English proficiency, as stated by the Head of English program teacher, is at B1 of CEFR level. The treatment lasted for 12 classes and included a pretest and posttest of English reading comprehension, a pretest and posttest reading motivation questionnaire, orientation lessons for both graphic novels and visual conventions, and reading activities in each class based around a selected graphic novel *Frankenstein* (Heinle, Cengage Learning edition, 2009).

Instructional Methods

The instruction combined two stages; orientation classes on the conventions of graphic novels and other visual conventions, and reading instruction using a graphic novel. The researcher adapted the Scaffolded Reading Experience (SRE) approach from Fournier and Graves (2002) in connection with a graphic novel as a theoretical framework. It included two main phases: 1) planning 2) implementation (See Appendix A).

Research Procedures

The research procedures of this study involved three main stages. 1) the preparation stage of reading instruction based on reading comprehension and visual literacy, using graphic novels as the medium instrument. 2) the implementing pre- and post-tests and the period of instructing 10 lesson plans. 3) analyzing the data collected from reading comprehension and visual literacy tests, along with the survey results on reading motivation and students' journals. The summary of the process is illustrated in Figure 1 as follows:

Stage One: PREPARATION

1. Observe and study the fundamental concepts and teaching strategies of graphic novels.
2. Choose the appropriate graphic novel.
3. Develop conceptual framework that leads into developing a theoretical framework for this study.
4. Develop orientation lessons for lesson 1 and lesson 2 (Graphic Novel and Visual Conventions) based on framework.
5. Develop eight lesson plans for reading instruction using a graphic novel based on framework
6. Design a Pre/Post-test: English Reading comprehension
7. Design student reading motivation questionnaires
8. Submit the research proposal to Office of The Research Ethics Review Committee for Research Involving Human Research Participants, Health Sciences Group for the approval to conduct the research.
9. Pilot the lesson plan.

Stage Two: IMPLEMENTATION STAGE

1. Pre-test: English Reading comprehension and Students' reading motivation questionnaires.
2. Orientation classes on the conventions of graphic novels and visual conventions (Lesson 1 and 2).
3. Instructional period of lesson plans – lesson 1-8 and students' journals.
4. Post-test: English Reading comprehension and Students' reading motivation questionnaires.
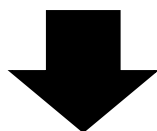

Figure 1. Summary of Research Procedures

> **Stage Three: DATA ANALYSING**
> 1. Analyze the data from English reading comprehension test scores (quantitative).
> 2. Analyze students' reading motivation questionnaires (quantitative) and students' journals (qualitative).

Orientation Classes on the Conventions of Graphic Novels and other Visual Conventions

These classes familiarized students with the terminology used in graphic novels, such as *narrative boxes, panels, gutters, speech bubbles* and *sound effects*. A further orientation lesson introduced students to visual analysis and the key components of deconstructing a visual, such as *foregrounding, angles,* and the use of *color* and *typography* used in a visual text. The activities utilized in these lessons were gap-fills, vocabulary matching, visual interpretation, prediction and productive writing. As these were orientation classes for students to recognise and understand the conventions of graphic novels, the SRE was not applied in these lessons, but they provided a starting point to assist in the development of the students' reading comprehension and motivation (See Appendix B)

Reading Instruction using a Graphic Novel

At this stage students were exposed to the SRE in the pre-, during- and post- reading activities, such as using visual conventions to predict the meaning of the words, to analyze specific information or to discuss the main ideas of the text. Students combined written and visual information presented in the graphic novel to comprehend the text they read through these activities. This stage had a notable effect on their reading comprehension and reading motivation (See Appendix C)

The Scaffolded Reading Experience Approach in Connection with the Comprehension of a Graphic Novel

The SRE approach in connection with comprehending the graphic novel was there mainly as a concrete guideline for the researcher to use in teaching reading. The researcher was not looking at the literary texts just in terms of written discourse, but also the skill of interpreting visual information. The SRE is a flexible framework that includes various strategies and activities for teachers to choose from.

The activities in the before-reading section prepared the students to deal with the reading material and included:

- discussing or talking about the book cover or title to activate their prior knowledge, so that the students would engage with and enjoy the reading more. Students worked in groups and discussed what they learned in the last class and how much they could remember.
- using techniques such as skimming and scanning through texts and visuals to answer questions. The supporting visuals give them much greater opportunity to predict the content of the texts, such as key vocabulary or key ideas.
- A KWL chart (a graphical organizer of what students already **K**now, **W**ant to know and ultimately **L**earnt) to help students to organize their thoughts, check their

understanding and predict what will happen next in the story. Students worked on K and W during the pre-reading and finished on L at the post-reading time.
- drawing brief conclusions from the graphic novel where written text was removed. Students had to conclude what they thought was happening based on just the images they saw.

In the during-reading section, the activities were designed to help students utilize the SRE strategies to help them comprehend the text. The activities in this part included activities that the teacher and students did together during the reading process, such as;
- reading and answering questions, making connections or sequencing the panels of pages of the graphic novel. Students worked on these activities to help them make connections to the reading. For example, students sequenced the cut-out panels from the graphic novel and then wrote their own prediction in the last panel in the speech bubble provided.
- asking students to focus on visual interpretation when answering the questions.

Post-reading activities provided the opportunity for students to reflect on the meaning of the text, such as;
- synthesizing and gathering information from the text and using post-reading strategies to evaluate the author's message.
- getting students to compare different texts and ideas presented in the texts and then explaining what they learned when writing in their journals.

Data Collection Instruments
There were three main types of data collection used in this study: 1) the pre- and post-English reading comprehension test, 2) the pre- and post-reading motivation questionnaires and 3) comments in the students' journals

The pre- and post-English reading comprehension questions were designed to emphasize English reading comprehension and visual literacy. The test consisted of 15 questions that measured students' current reading ability and visual interpretation skills. The questions required students to read the written and visual texts and answer the questions. The pre- and post-test scores were compared using a pair-sample t-test, conducted in order to find the differences in the students' English reading comprehension ability.

The second instrument was the pre- and post-reading motivation questionnaire. The questionnaire aimed to identify whether students were interested in reading. It contained questions that emphasized both intrinsic and extrinsic motivation to read. The mean scores from the pretest and posttest were compared using a t-test to find out how significant the difference was between the pre- and post-test questionnaire.

The students' journals were used as additional source to gauge the students' opinions on the graphic novel and particular lessons through question prompts. The students were asked to write relevant answers to the prompt questions in order to check their comprehension of the novel, their enjoyment of the strategies and their attitude and opinions of the classes at the end of lesson 1, 6 and 8. The Code of Content was use to analyze the journals and the frequency distribution table showed the frequency of each prompt using tally marks. The data obtained from this tool supported students' opinions.

Data Collection Procedures
Once all the instruments had been developed, the main study was conducted.

The main data collection was carried out in the second semester of the academic year 2019. The total number of participants was 20 females. The course took 8 lessons to complete the graphic novel. Each class lasted 2 hours and consisted of pre-, during- and post-reading activities.

At the start of the course, all 20 participants were given an English reading comprehension test and pre-reading motivation questionnaire. After 8 lessons, the post-English reading comprehension test and post-reading motivation questionnaire were administrated to all of the students.

Results and Discussion
This section presents the results from the study, divided into two parts; the first part presents the results from the English reading comprehension pre-test and post-test, and the second part presents the results from the reading motivation questionnaires, both pre-test and post-test.

Overall English Reading Comprehension Using a Graphic Novel
This result determined whether an understanding of visual conventions as presented and practiced through the graphic novel improves English reading comprehension. The questions required students to read the written and visual texts and answer the questions. The test covered the use of understanding visual images presented in the graphic novel, interpretation and then answering the questions. The skills needed to complete the test related to what the researcher had taught in class. The post-test consisted of the same 15 questions in order to indicate any improvement in overall performance. The total score for English reading comprehension test was 15, with 1 mark for each question. The mean scores from the tests were compared using the t-test to find out whether there was a significant difference between the mean scores of the students. The mean scores, standard deviations, t-values, degrees of freedom, and significance levels for all participants from the pretest and post-test are shown in table 1 below:

Table 1: Comparisons of students' pre-test and post-test for Reading Comprehension using graphic novel

Reading Comprehension	N	x̄	S.D	Mean Differences	t.	df.	Sig.
Pretest	20	8.75	2.07	2.35	3.979	19	.001*
Posttest	20	11.1	2.22				

*p<.05

The scoring systems and criteria were adopted and modified from the IBO (International Baccalaureate Organization) Language Acquisition criteria. The researcher's rubric separates the criteria into two achievement levels.

Score 1 for students who:
- *clearly identify basic facts, messages, main ideas and/or supporting details*
- *have excellent awareness of basic aspects of format and style, and author's purpose for writing*
- *engage thoroughly with the written and visual text by identifying ideas, opinions and attitudes*

Score 0 for students who failed to meet the above criteria.

The results from table 1 showed that the post-test mean scores ($\bar{x}$=11.1, S.D = 2.22) on the English reading comprehension test were significantly higher than the pre-test score ($\bar{x}$=8.75, S.D = 2.07). The mean difference was 2.35, with a t-value of 3.979 and degrees of freedom of 19 at a level of .0001 (p<0.05). The results indicate that understanding the visual conventions presented and practiced through graphic novels improved reading comprehension. This finding is consistent with Rasiniski's (1985) explanation that visual imagery facilitates reading comprehension, aligned also with Lapp et al (2011/2012) who stated that by pairing words and images together, a cognitive connection is made between words, images and the reader to enable greater comprehension of the text overall. In addition, such strategies and activities using graphic novels for EFL learners can be an effective and highly beneficial tool for teachers to consider in the classroom.

Motivation in English Reading

The reading motivation questionnaire adopted and revised by Wang and Guthrie (2004) was used to identify whether using a graphic novel affects reading motivation. Students who demonstrated high motivation scored higher on the question prompts than those who did not. The modified questionnaire consisted of 30 items, which were developed into a Likert-type questionnaire in English, with a choice of three answers to circle in each statement. The three answers were listed as 1 for *Not at all,* 2 for *Sometimes* and 3 for *Often*. In the questionnaire, the researcher asked students to circle one answer for each statement they think best represents their feelings when reading. The average score of the item was used as an index to measure the extent of students' motivation to read. The mean scores from the pretest and posttest were compared using a t-test to find out how significant the difference was between the responses in the questionnaires. Table 2 shows the type of questionnaire, mean scores, standard deviation and mean differences, t-values, degrees of freedom and significance levels for all questions from the pre-test and post-test reading motivation questionnaires.

Table 2: Comparison of Reading Motivation Questionnaires pre-test and post-test

Reading Motivation Questions	N	x̄	S.D	Mean Difference	t.	df.	Sig.
Pre-test	30	2.09	.24	.040	3.22	29	.003*
Post-test	30	2.22	.35				

*p<0.05

The results from table 2 showed that post-test mean scores (x̄=2.22, S.D = .35) on the reading motivation questionnaires were significantly higher than the pre-test score (x̄=2.09, S.D = .24). The mean difference was 0.40, a t-value of 3.22 and degrees of freedom of 29 at a level of .0003 (p<0.05). From this result, it can be assumed that as students' reading comprehension skills through the use of a graphic novel improved, so did their engagement and thus motivation to read. Rosenberg's (2018) study pointed out that the visual literacy required to understand graphic novels motivated students and supported their reading comprehension. In addition, as suggested by Morgan and Fuchs (2007), the level of reading skill connects with reading motivation, in that the more proficient students are at reading, the more motivated they are to read. Finally, this aligns with Stephen Krashen's statement in *The Power of Reading* (Krashen, 2004, p.50) that "There is considerable evidence that comic books can and do lead to more 'serious' reading."

Table 3 presents the sample of a student with positive reading motivation mean scores, standard deviation and mean differences, t-values and significance level results from the reading motivation questionnaire.

Table 3: Sample of student with positive result from the reading motivation questionnaire

Reading Motivation	Pre-test		Post-test		MD	t	Sig
	x̄	S.D	x̄	S.D			
Student sample 1	2.20	.484	2.23	.568	.033	.372	.001*

*p<0.05

The result from table 3 shows that the student sample post-test mean score (x̄=2.23, S.D = .568) on the reading motivation questionnaires was significantly higher than the pre-test score (x̄=2.20, S.D = .484). The mean difference was .033, a t-value of .372 and a significance level of .001 (p<0.05). The result could suggest that the student's reading comprehension and motivation were positively impacted by using the graphic novel. It is interesting to note that students who showed a positive impact in terms of reading motivation on the post-test also wrote positive responses about the lessons in their journals.

Findings from Student Journals

The sample student journal below expresses positive feeling towards reading the graphic novel, as can be seen in the table:

Table 4: Student journal sample 1 (responses are verbatim)

Student sample 1	Lesson 1 Student's response	Lesson 6 Student's response	Lesson 8 Student's response
Question 1 Which, if any of the reading activities did you enjoy the most in today's lesson? Explain why/why not	Skimming and scanning reading because it helps me to answer question quicker.	Read story with images because I feel that I can understand the story.	Matching words activity because I can learn vocabulary and its' fun.
Question 2 Do you think images in graphic novel help you to understand the reading better? Explain why/why not	Yes, because we can see the characters' facial expression.	It helps a lot because some of the scene that I can't imagine how it happens in the story.	Yes, because I can know the characters' feeling or their reaction.
Question 3 Would you like to continue reading the graphic novel that you used in today's class? Explain why/why not	Yes, because I never read about this before and it's really interested book.	Yes, now I enjoy and like to read this kind of book.	Yes, because it's not boring, it's easy to read and excited.

In addition, the student journals were analyzed in order to further gauge their reading motivation, attitudes and opinions when reading the graphic novel. Despite the possibility that a majority of student responses would demonstrate intrinsic motivation, some students referred to the activities as being competitive and thus enjoyable. The latter effect was not trivial, since the activities stimulated student interest and thus they were driven to read more. The student journals were used as a supporting tool and students were asked to complete them at the end of lesson 1, 6 and 8. The data from the journals was a secondary source in the analysis of qualitative data, and a code of content was used to analyze it. Below is the frequency distribution table from sample lesson 1 showing the frequency of prompt A responses with tally marks. In lesson 1, all the activities utilized the graphic novel through the SRE activities. The tally below recorded the activities students enjoyed the most and whether students found that they motivated them intrinsically.

Prompt A: Which, if any, of the reading activities did you enjoy the most in today's lesson? Explain why/why not.

Table 5: Activities presented in lesson 1

Activities in lesson 1	Students' Responses	
	Frequency	Percentage
Reading Race	11	55%
Skimming and Scanning	5	25%
Others	4	20%
Motivation occurred	Students' Responses	

Activities in lesson 1	Students' Responses	
	Frequency	Percentage
Students showed evidence of intrinsic motivation	18	90%
Students showed evidence of extrinsic motivation	2	10%

In prompt A, the researcher was looking for the names of activities. Additionally, the sub-categories determined the students' opinions of said activity and whether these opinions demonstrated intrinsic or extrinsic motivation.

The findings from students' journals supported the assumption that reading graphic novels with the SRE approach improved students' English reading comprehension and thus their reading motivation.

Conclusions

The findings from the mean scores on the pretests and posttests of English reading comprehension and reading motivation questionnaires revealed that the SRE using a graphic novel improved student's English reading comprehension and motivated them to read. In this study, the SRE using a graphic novel for English reading comprehension incorporated the suggested activities in the reading instruction. With the use of these activities, the participants engaged in pre-reading, during and post-reading tasks. In each part, the students were encouraged to participate and improve their English reading comprehension using images in the graphic novel, with help from the SRE through these activities. The graphic novel *Frankenstein* was used as the major instructional material in each lesson.

During the teaching procedure, the reading strategies and activities were based around using the graphic novel to foster English reading comprehension through visual-based and text-based reading strategies. This study aimed to encourage the understanding of visual-based information along with text-based information to foster a greater comprehension of the specific details of a text. In this study, the researcher found that the SRE using a graphic novel helped students improve their English reading comprehension through an understanding of visual interpretation, and thus motivated them to read further.

Furthermore, the result from student comments in their journals from the first, sixth and eighth week indicated that a reading instruction based on the SRE approach using the graphic novel improved their English reading motivation. In this study, students were encouraged and motivated to engage themselves before, during and after class in order to perform well. This study also promoted students' visual literacy and their ability to interpret the visual images that appear in texts. In addition, it improved students' reading ability, enhanced students' understanding, and presented new experiences as a threshold to reading.

Implications

The findings of this study suggest some pedagogical implications of an alternative instructional model for English reading comprehension. The researcher developed a new framework to promote student's English reading comprehension. The findings from this study involve some suggestions for English teachers and/or subject teachers for further study, listed below.

First, select age, gender and language-appropriate graphic novels from various genres. The graphic novels should be relevant to student interests and could be of current popularity, for example, classic stories like *Frankenstein* or modern fantasies like *X-Men, Superman* or *Percy Jackson*.

Secondly, explicitly teaching visual interpretation strategies is a key element that will help the students gain a better understanding of what they read when the text is accompanied by visuals, as it so often is in today's digital world. Therefore, teachers should design lesson plans that have a variety of strategies and activities and which involve the students engaging with visual texts individually, in pairs or in groups.

Thirdly, the SRE approach using graphic novels is a flexible framework that includes various strategies and activities that the teacher should plan according to the needs of their students. Before reading, the activities should aim to prepare students to access the reading material by activating their prior knowledge. This will engage the students so they enjoy reading more. In the during-reading stage, the activities should aim for students to apply the strategies to help them comprehend the text, both visual and written. Post-reading activities are a great opportunity for students to reflect on the meaning of the visual text and how it supports the story overall. The SRE framework allows teachers to rotate strategies and activities as they see fit with each lesson.

Finally, many researchers including Basal (2016), Öz and Efecioğlu (2015), Cimeramonava (2014), Basol and Sarigul (2012), Griffith (2010), and Bucher and Manning (2004) have mentioned the importance of teachers starting with the direct teaching of the conventions of graphic novels, so as to allow students to familiarize themselves with the terminology of these conventions before the start of activities. The researcher recommends teachers make a 'Help Sheet' of the relevant terminology to support the students while reading graphic novels. It is important for the teachers to understand that there is no life-long need for students to remember the terms of graphic novels or visual conventions, but to recognize them when they are used as a convenient term of reference, for example *'turn to page 25 and look at panel 2'* or *'On page 15, what other onomatopoeia could you use instead of 'crack'?* or *on panel 5, what is foregrounding'*. For students to be able to answer these questions, they need to be taught graphic novel and visual conventions first.

In this study, the researcher acted as a facilitator, shifting the interaction from group to group, peer-to-peer and individual-to-individual during the period of pre-, during- and post- reading to make sure that students comprehend everything they have done in each lesson.

Recommendations for Future Research

According to the findings of the present study, recommendations can be made regarding the duration of reading instruction, the sample of population, the nature of population, the gender of the population, the variety of graphic novels and different subject areas.

Firstly, as mentioned in this study, it is necessary that students be taught graphic novel terminology and visual conventions. Although, the researcher used lesson 1 and lesson 2 for the orientation lessons, the researcher found that sometimes during the lessons some students were unable to decode the visual parts due to the limitations of time. To make this instruction more effective, the researcher would recommend delivering a visual convention class after every two reading classes so that a) students can get consolidation on the visual conventions and b) teachers are encouraged to use a variety of visual tools, such as movie posters or short movie clips to consolidate student understanding.

Secondly, with regard to the sample of population, the tests results showed only the English reading comprehension ability and reading motivation of students who receive the treatment. Therefore, it is recommended that future research should run a comparison between two different groups of the sample, one using graphic novels and the other the original novel in order to compare the effects on English reading comprehension ability.

Also, the participants in this study are at a strong English proficiency level (B1). Therefore, the researcher did not have to translate from L1 to L2. Moreover, all the

participants in this study were female, so the choice of graphic novel reflected this demographic in that 'romantic horror' is a popular genre with this age and gender. It would be interesting to see if future research using different genres with a mixed gender group would yield different results.

Lastly, this study used one graphic novel only for an entire course. Although students enjoyed reading it, there were a small number who desired to read other graphic novels because they lost interest in *Frankenstein*. Thus, the researcher would suggest using a greater variety of graphic novels for students to choose from, although this would require a longer period of study and more varied tasks in order to provide students with effective reading comprehension activities.

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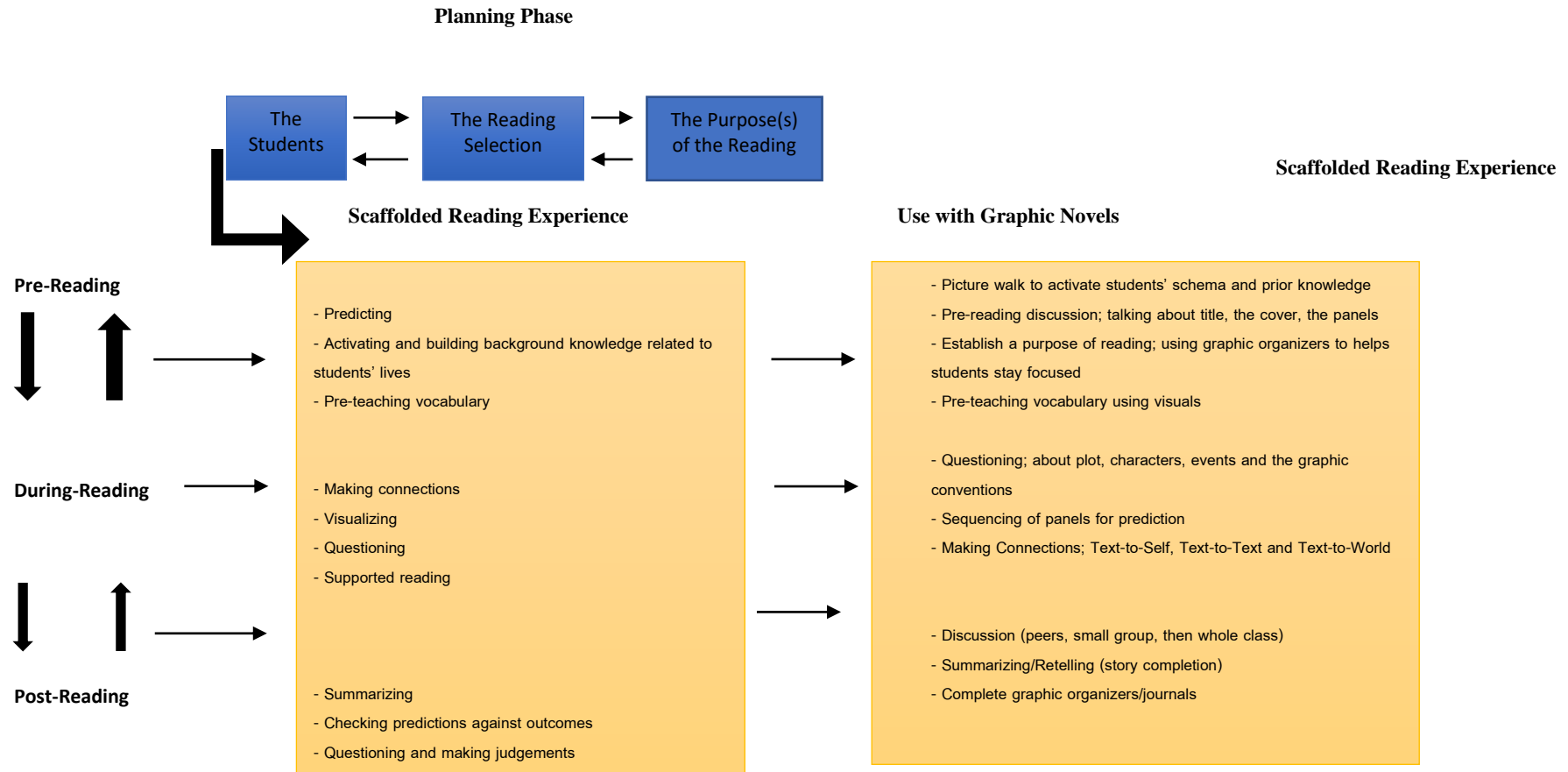
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Appendix A

Planning Phase

Scaffolded Reading Experience

| The Students | → | The Reading Selection | → | The Purpose(s) of the Reading |

Scaffolded Reading Experience

Use with Graphic Novels

Pre-Reading

- Predicting
- Activating and building background knowledge related to students' lives
- Pre-teaching vocabulary

- Picture walk to activate students' schema and prior knowledge
- Pre-reading discussion; talking about title, the cover, the panels
- Establish a purpose of reading; using graphic organizers to helps students stay focused
- Pre-teaching vocabulary using visuals

During-Reading

- Making connections
- Visualizing
- Questioning
- Supported reading

- Questioning; about plot, characters, events and the graphic conventions
- Sequencing of panels for prediction
- Making Connections; Text-to-Self, Text-to-Text and Text-to-World

Post-Reading

- Summarizing
- Checking predictions against outcomes
- Questioning and making judgements

- Discussion (peers, small group, then whole class)
- Summarizing/Retelling (story completion)
- Complete graphic organizers/journals

SRE approach Adopted from Fournier and Graves (2002)

Appendix B

Orientation lesson 1

Introduction – Watch video clip related to graphic novel conventions. This helps students to;
- recognize and identify the conventions of graphic novels
- build background knowledge

Matching terminology of graphic novels to the definitions. Students work in groups. Teacher monitors students' discussions, and scaffold when needed. This help vocabulary building.

1. Panels – are what the author uses to frame their ideas when communicating the story.
2. Gutters - are the spaces between panels.
3. Speech bubbles or balloons - are there to allow creators to contextualize their story and to set tone. They contain the dialogue of the story.
4. Emanata – they are a symbol to show what is going on in the character's head.
5. Narrative boxes – Narrates what is usually happening in the scene.
6. Onomatopoeia or Ambient sounds - Words used to convey sounds 'heard' in the story.

Explicitly teach the students how to read a graphic novel (for example scanning panels from left to right within a page, and reading speech bubbles from top to bottom within a panel). Refer back to the video clip they watched.

Practice what students have just been learning. In groups, students do a circuit of 3 activities:
Activity 1: Look at the panel templates. Choose which arrangement would be good for the page of a graphic novel based on the *Batman* clip you saw at the start of the lesson. Write inside the panel what kind of images you would include and why.

Activity 2 Look at the panels on the paper. Decide which sound words would best match the action that is taking place. Cut them out and stick them into the panels in an appropriate place. You do NOT need to write dialogue, focus only on sounds.

Activity 3 Look at the paper called *narrative boxes*. Complete the empty boxes with a short narrative description in the style of a graphic novel. Add one picture of your own with a narrative box.

Skills:

- Interpreting visuals, writing, understanding vocabulary of 'sounds', practice using the conventions to create a short comic

Students finish their story, ask them to walk around and read each other's stories. Ask them to check the consistency of the story. Peers formatively assessed on each other outcome.

Appendix C

Lesson 6

Pre-reading: Teacher introduces the KWL chart (Know, Want to Know, and Learnt) before and then asks students to fill in the charts on K and W and leave the L to the end of the lesson.
- Ask students what we already know from last lesson and what do you want to know next?
Reading: Comparison and contrast and answering the comprehension questions, retelling
- Teacher asks students to read further pages with text-only. Then they answer the questions and students read again. This time they will read the graphic novel and check their answers. Teacher shares the answers with students and both teacher and students discuss the answers. Asks if it was difficult to read and answers the questions without images. What did they understand from the images that the text-only didn't tell them?
- Teacher gives students the worksheet and explains that they will use this worksheet to work on comparison and contrast of texts only VS visual & texts.
For example, *"on page 75, Why is page 75 totally surrounded by water? The answer is because the author wants to create a feeling of deep, all-consuming water that becomes increasingly dark and deep. In texts only a monster mentioned that "and with great difficulty, pulled her out of the water". But in the graphic novel, it shows how the water is deep because the color is changing from light blue to darker blue. What's the same here is that both texts mentioned water but in the graphic novel, you get a feeling that it is difficult for a monster to help her because it is deep, and that is the difference".*
- Teacher asks students to read further pages and this time students will be asked to work on retelling the story using their own words, and use the worksheet as guidelines. Teacher explains that this activity allows them to learn to organize and describe the events which helps enhance their reading comprehension.
Five fingers Retell
1. Character
2. Setting
3. Problem
4. Events
5. Ending
- Ask random students to share their worksheet to the class.
Post-reading: Fill the L on KWL chart
- Students fill in the L on the KWL chart and then the journal.
- Students submit their charts and the journals.